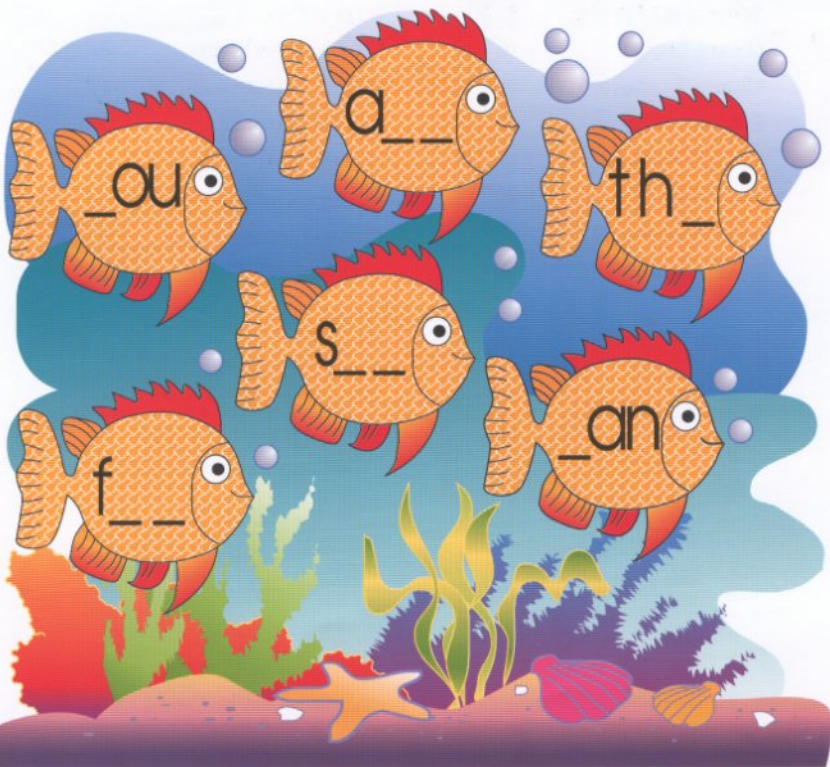


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Developing READING POWER

Comprehension Skills for Young Readers



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Developing READING POWER

BOOK 1

Comprehension Skills for Young Readers

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AN ESSENTIAL LEARNING PRODUCT



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Developing Reading Power - Book 1

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This Is My Book

My name is _____

Trace the words to finish the sentences.
Draw lines to the pictures.

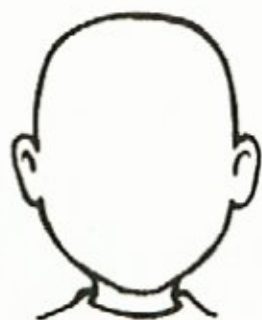
1. I go to school.

2. I will learn to read.

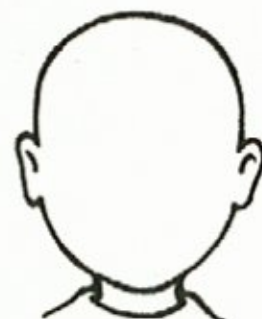
1. This is my book.



Draw yourself.
Draw a friend.
Finish each sentence.



This is _____.



This is _____.

Circle pictures to finish the sentence.

My friend and I like to _____.

a.



b.



c.



d.



Have the children draw themselves in figure 1 and a friend in figure 2.
Complete the sentences for the children as they dictate.

Favorite Five

Look at the pictures.
Name the pictures.

Circle five of your favorite things.

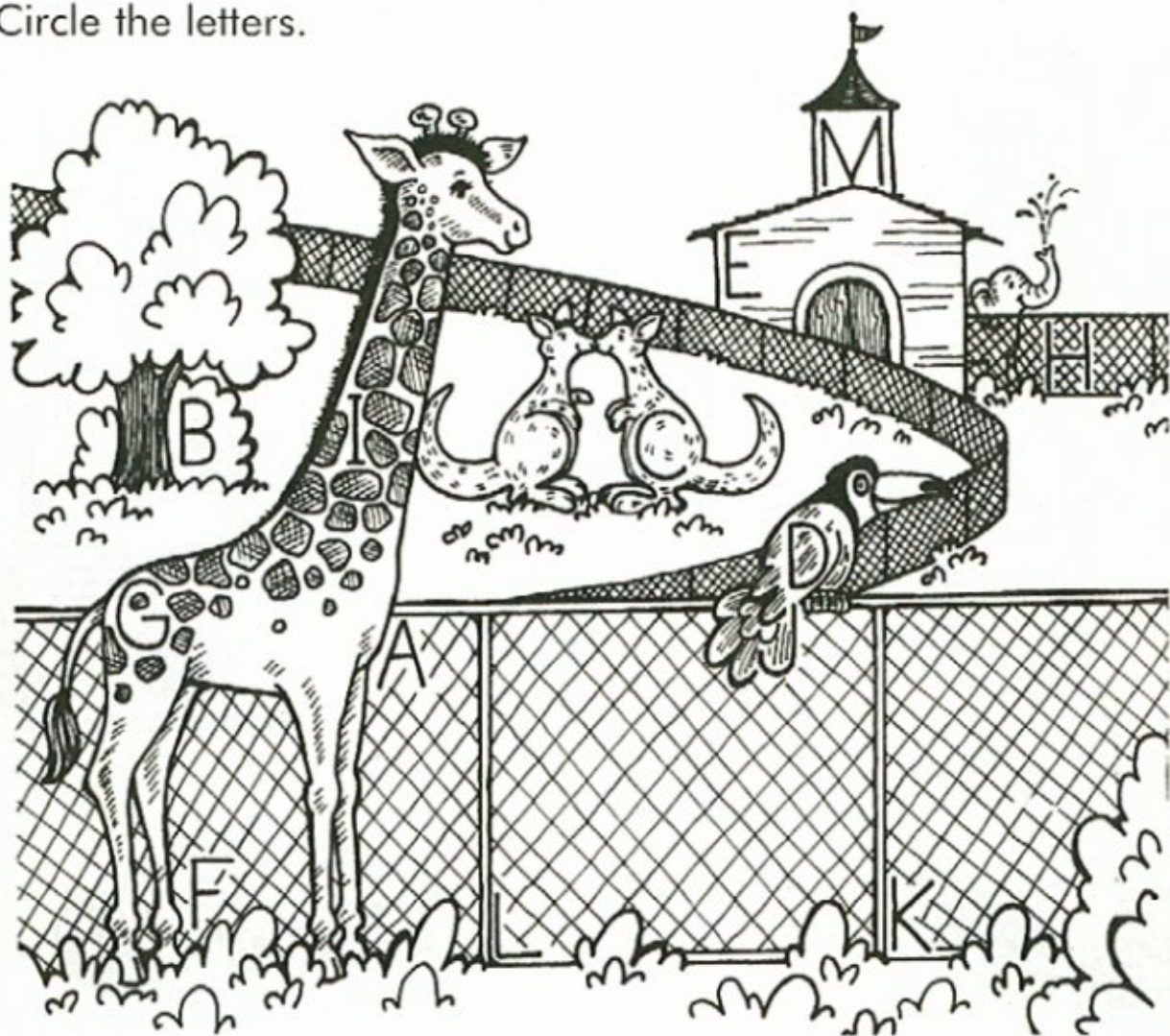


Missing Parts

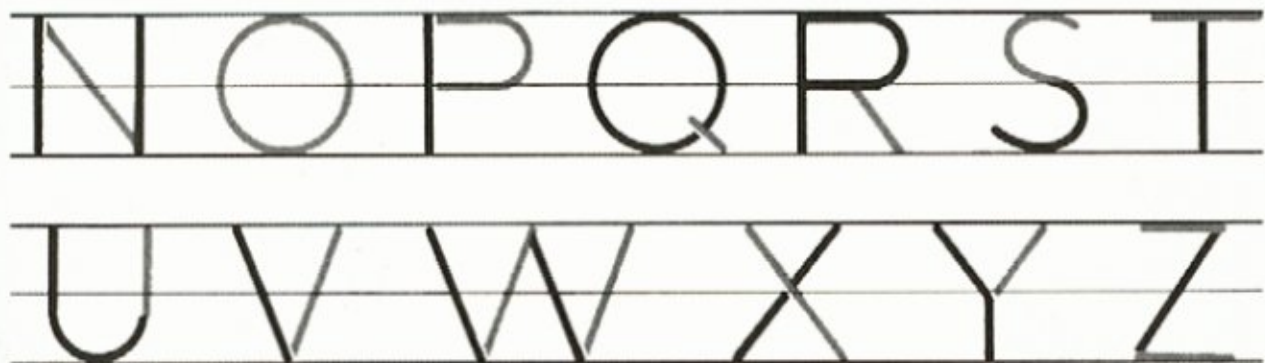
Trace the missing part of each letter.



Find the hidden letters in the picture.
Circle the letters.



Trace the missing part of each letter.



Something's Missing

Draw one missing part.



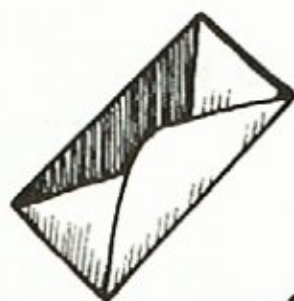
Draw the two missing parts.



Draw the three missing parts.



Find the missing parts. Draw lines to match.



Missing Letters

Read the words with your teacher.



house



box



tree

park



friend



Write the letters that are missing in the words.

1. h _ _ use

2. f _ _ ien _

3. bo _ _

4. t _ _ ee

5. _ _ ark

6. h _ _ us _

7. fr _ e _ d

8. p _ r _

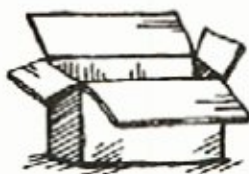
Missing Words

Write words in the blanks to finish the sentences.
The picture clues will help you.

Use these words.

house park
friend tree box

1. Open the _____.



2. Let's play ball in the _____.



3. I can climb this _____.



4. I play with my _____.



5. My family lives in this _____.



Finish the Story

Listen to the story.

Peter's Box

Joe was on his way to the park. He was riding his bicycle. He stopped to get his friend Peter.

Peter came out of his house with a box. He tied it to his bicycle.

As they rode off, Joe asked, "What is in the box? Can you eat it?"

"No," answered Peter.

"Can it fly?" asked Joe.

"Yes," answered Peter.

"Does it have wings?" asked Joe.

"Yes," answered Peter.

"Is it alive?" asked Joe.

"No," said Peter. "You will just have to wait until we get to the park."

But Joe was curious, and he tried to guess what was in the box.

"Can you play with it?" asked Joe.

"Yes," answered Peter.

Joe and Peter reached the park. They put their bicycles near a tree. Peter took the box off his bicycle.

"Does it bounce?" asked Joe.

"No," answered Peter.

"Does it float?" asked Joe.

"No," answered Peter.

Joe thought for a minute. "It can fly. It has wings. But it's not alive. And you can play with it. What is it?"

Guess what is in the box.
Think about the clues in the story.
Check **Yes** or **No** for each picture.

Is it a _____?



turtle

YES ☐ NO ☐



bird

YES ☐ NO ☐



book

YES ☐ NO ☐



mouse

YES ☐ NO ☐



dog

YES ☐ NO ☐



lunch

YES ☐ NO ☐



basketball

YES ☐ NO ☐



toy airplane

YES ☐ NO ☐



sailboat

YES ☐ NO ☐

Listen to the end of the story.
Say a word to finish the last sentence.
"Are you going to show me what is in the box now?" asked Joe.
"Yes," said Peter as he opened the box.
Joe looked inside. "Wow!" he said.
"It is a ____?"

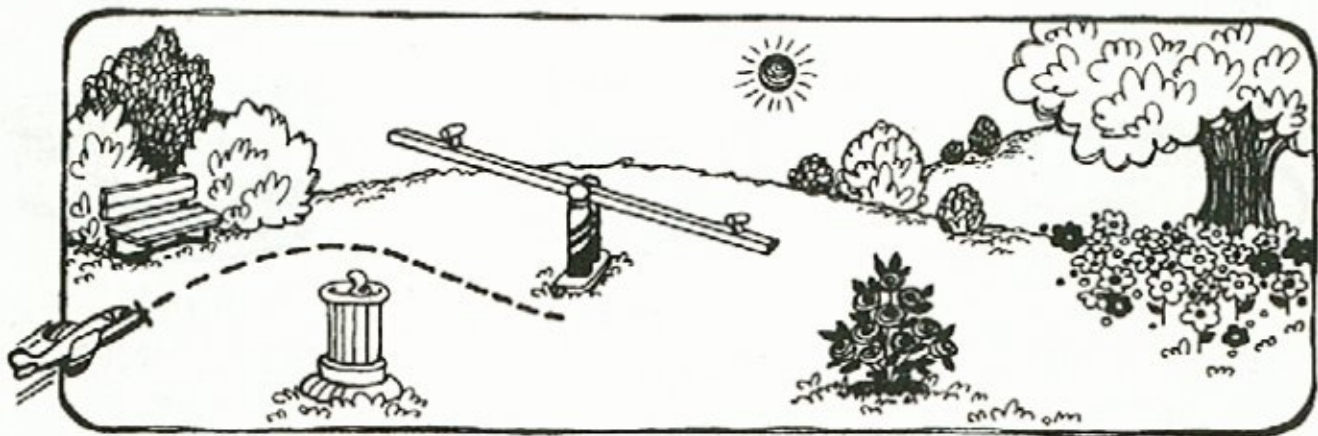
Fun with the Airplane

Listen to the story.

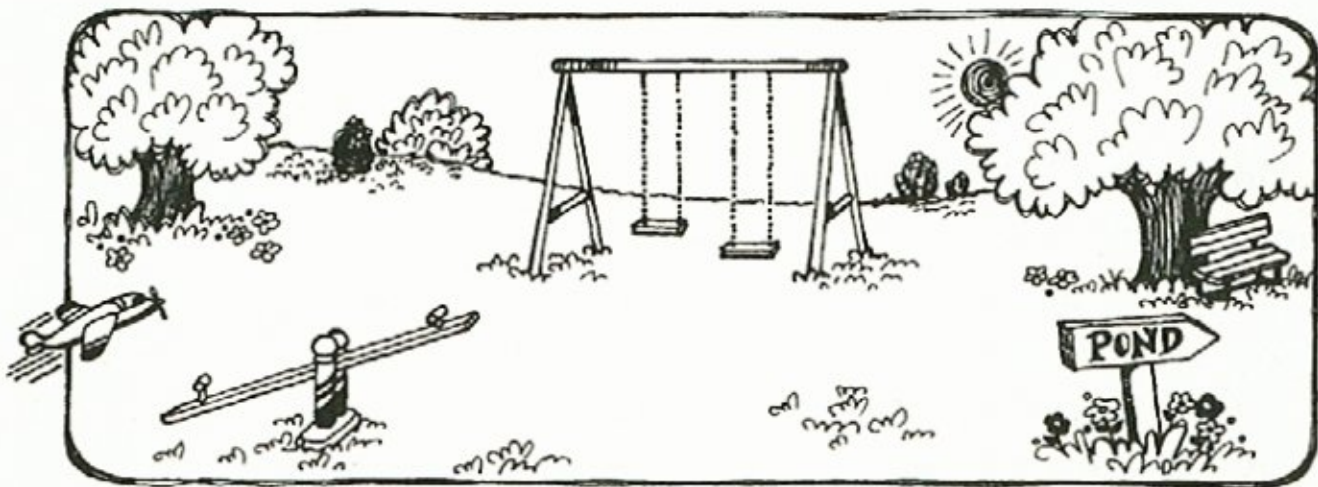
Draw a line to show the path of the airplane.

The first one has been started for you.

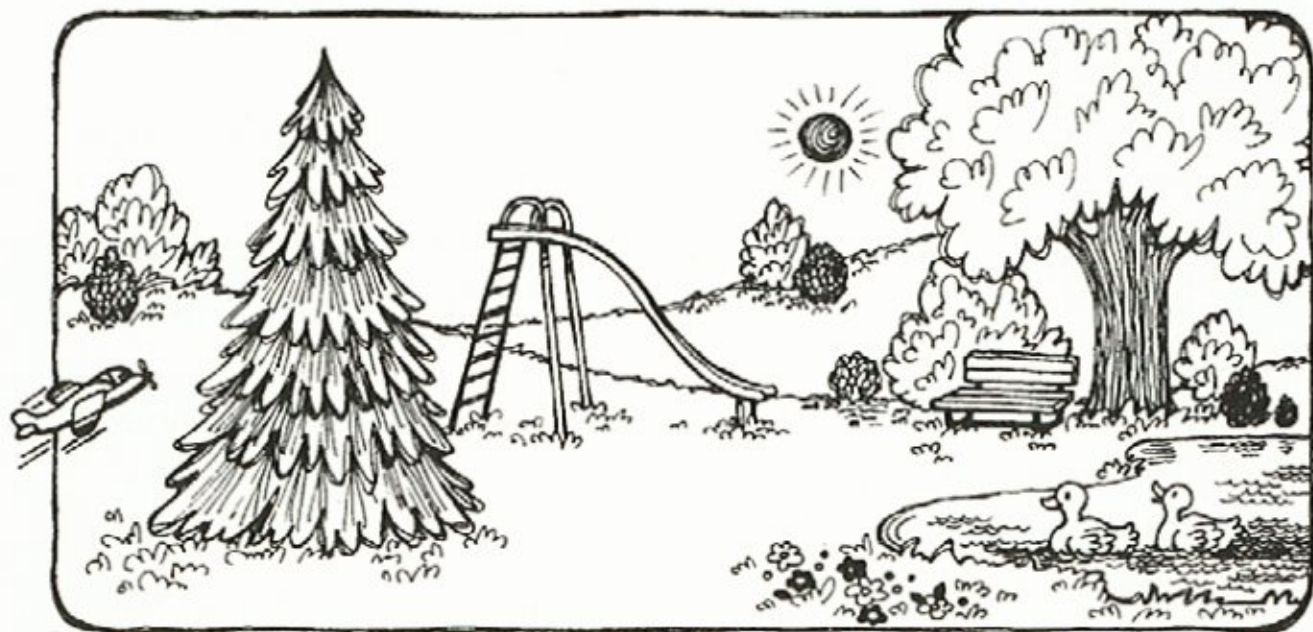
Peter and Joe had fun playing with the airplane. First Peter threw the airplane. It flew over the water fountain, under the seesaw, in front of the rose bush, and landed in the flower garden.



Then Joe threw the airplane. It flew over the seesaw, through the swings, and bumped into the pond sign.



Just before the boys went home, Peter threw the airplane again. It flew high over a fir tree, past the slide, and landed on the edge of the duck pond.



"Wow, that was close!" said Joe. "I thought we had lost it that time."

"Me, too," said Peter.

"I think it's time to go home."

What do you think happened to the airplane next?
Circle where you think the airplane went.



The Twins

Listen to the story.

Karen and Michelle are twins. They live in the same house, go to the same school, and are in the same grade. But they do not always like to do the same things or dress the same way.

Karen likes to play baseball. When she plays baseball, she likes to wear her baseball cap, her long pants, her sneakers, and her T-shirt.

Michelle likes to ride her bicycle. When she rides, she likes to wear her shorts, her headband, her knee socks, her sneakers, and her T-shirt.

Draw a blue circle around the name **Karen**.

Draw a red circle around the name **Michelle**.

Write the names under the pictures.



Karen
Michelle

Circle a picture to finish each sentence.

1. Karen has a ____?

2. Michelle has a ____?

3. Michelle has ____?

4. Karen has a ____?

5. Michelle has a ____?



Draw a blue circle around things Karen might use.
Draw a red circle around things Michelle might use.

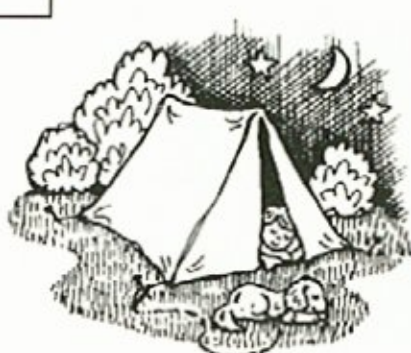


Circle the place Karen would go in blue.
Circle the place Michelle would go in red.



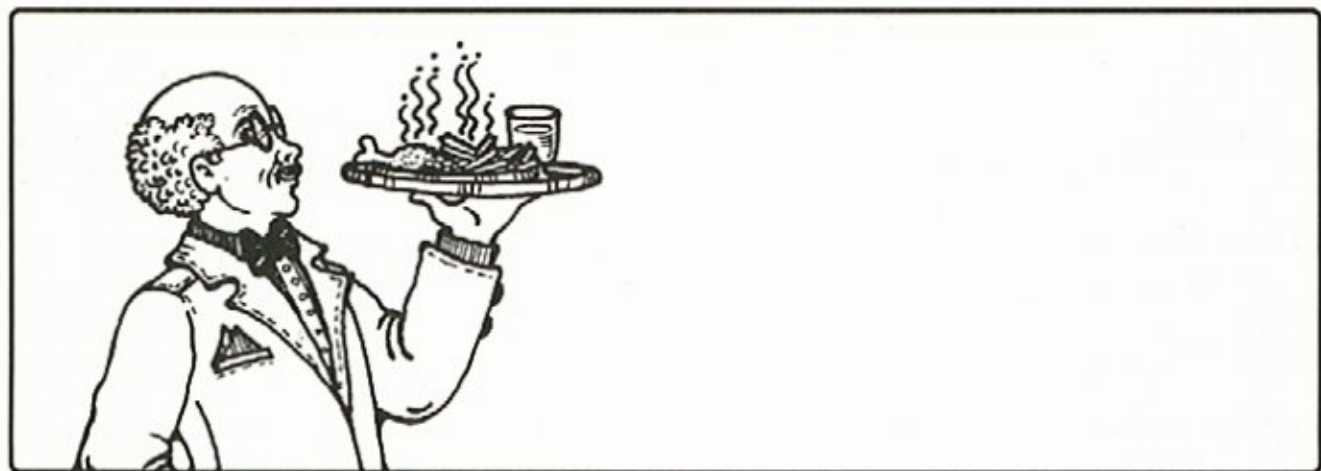
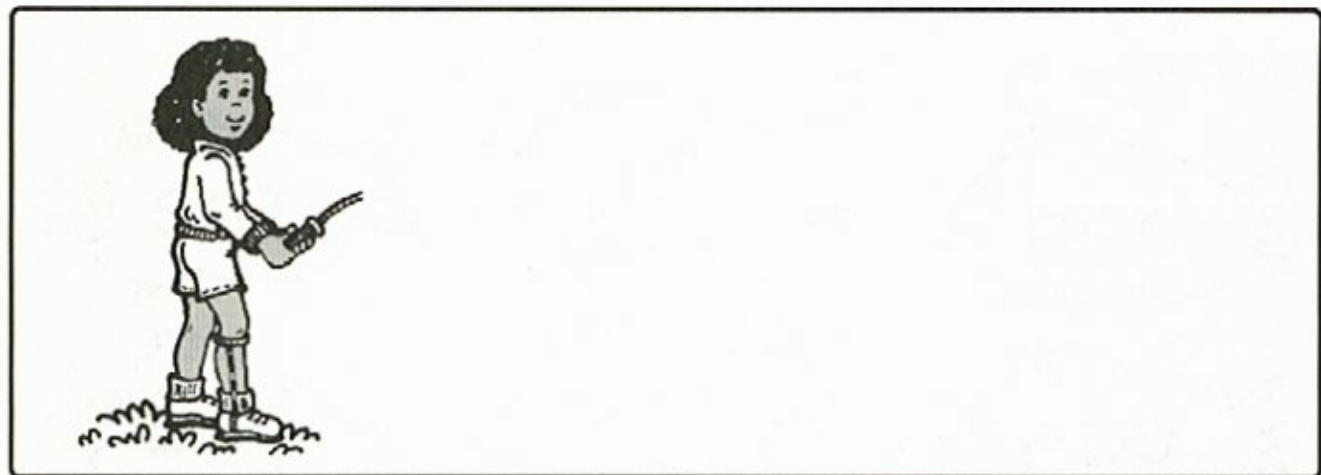
What Happened?

Number the pictures in order 1, 2, 3.

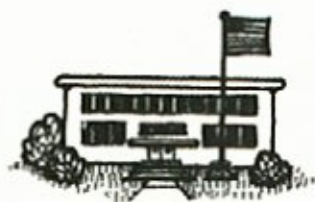


Finish the Story

Complete the pictures to tell the stories.



After the pictures have been completed, ask the children to tell their stories.



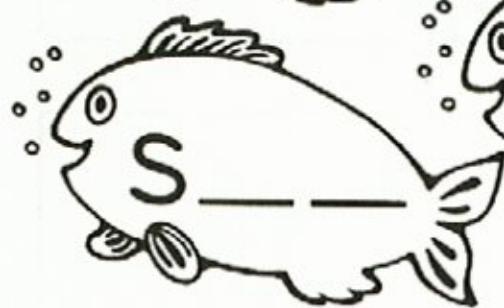
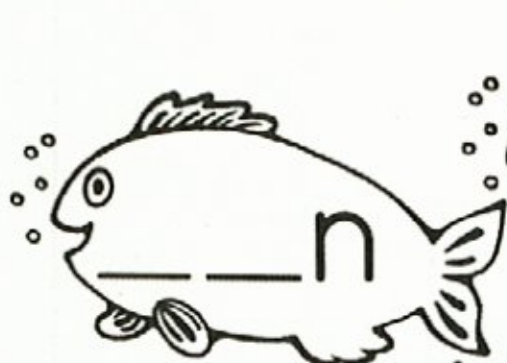
of



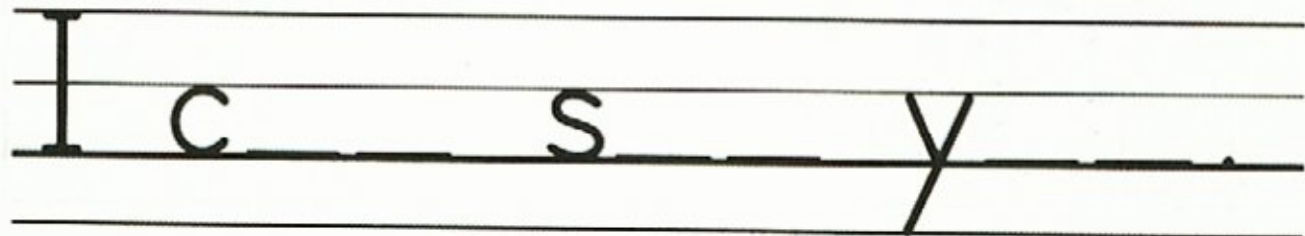
Read the words.



Write the missing letters in the words.



Write the missing letters in the words. Read the sentence.



Fishing for Letters

Write the missing letters in the words.
Use the words in the box to help you.

see

you

the

can

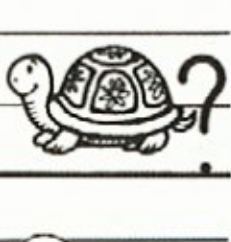
and

Read the sentences with your teacher.

1. I can see t 

2. You c  see a

3. I s  the

4. Do y  see a ?

5. The  a 

live in water



Read these words.



Write the missing words.

1. This is



dog.



2. My dog is a very



dog.

3.



likes to play.

4. My dog and I have



Dogs at Play

Read the words in the box.



dog little likes play runs

Write the missing letters. Read the story.

The d _ _ is little.

The _ _ _ _ dog

runs. He r _ _ _

for a stick. See

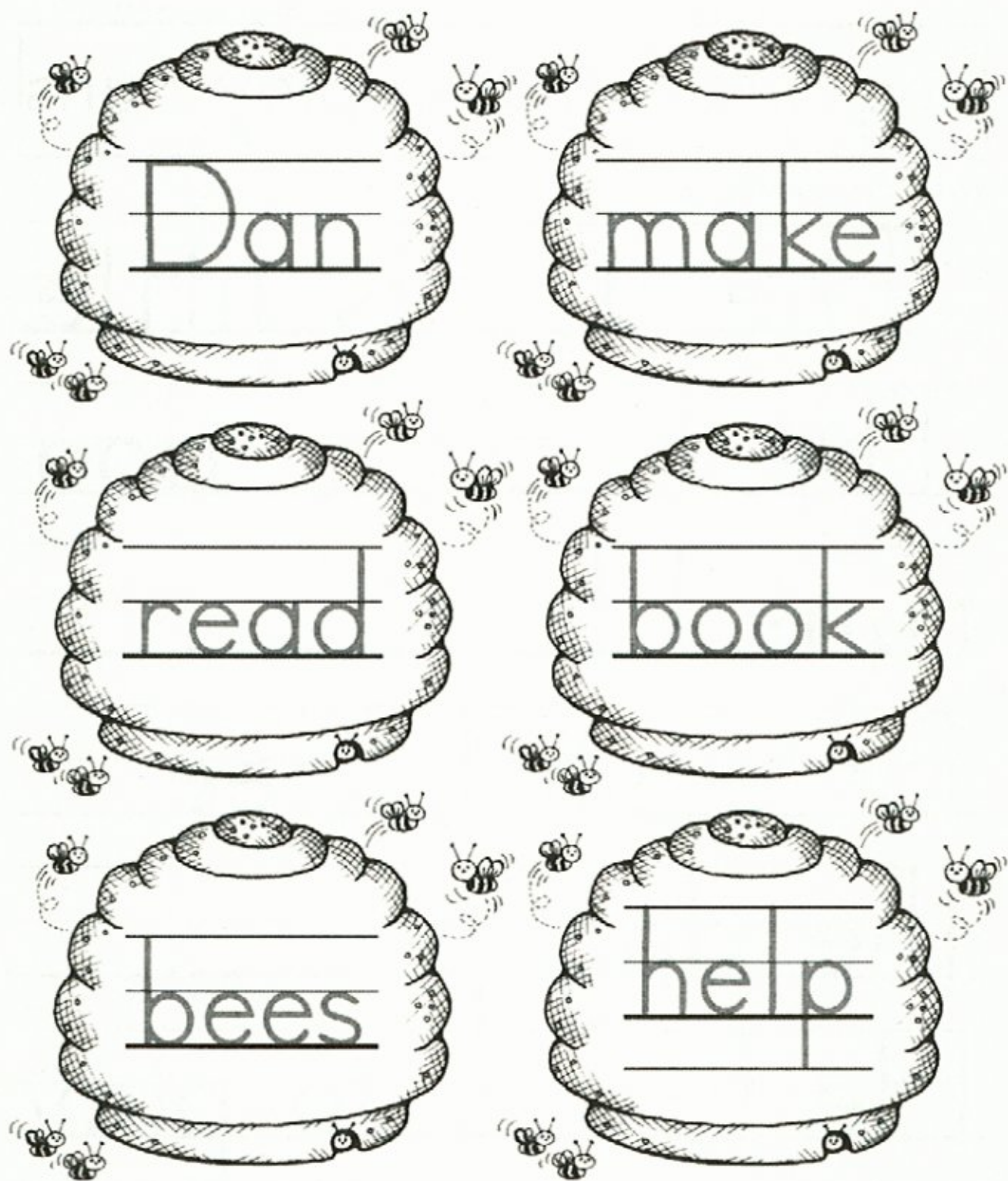
the dog p _ _ _ .

He _ _ _ _ to play.

Learning New Words

Read the words with your teacher.

Trace the words.



Write the missing words.

Use the words on the beehives.

Reading About Bees



_____ is a little boy. He likes

to



_____ books. He is

reading a



about



_____. He reads in

his book that bees _____ us.

Bees



honey

for us.

Your teacher will ask you these questions.



What do you know about bees?



Have you eaten honey? Do you like it?



What kind of books do you like to read?

Hey, Diddle Diddle!

Read the words.



cat



fiddle



cow



moon



dog



dish



spoon

Listen to the rhyme. Write the missing words.

Hey, diddle, diddle! The



and the



The



jumped

over the



The little



laughed to

see such a sport, and the



ran away with the



Read the rhyme with your teacher.

Read the words.



shoe

door



sticks



gate



hen

Listen to the rhyme.

Write the missing words.

One, two, buckle my



Three, four, knock at the



Five, six, pick up



Seven, eight, shut the



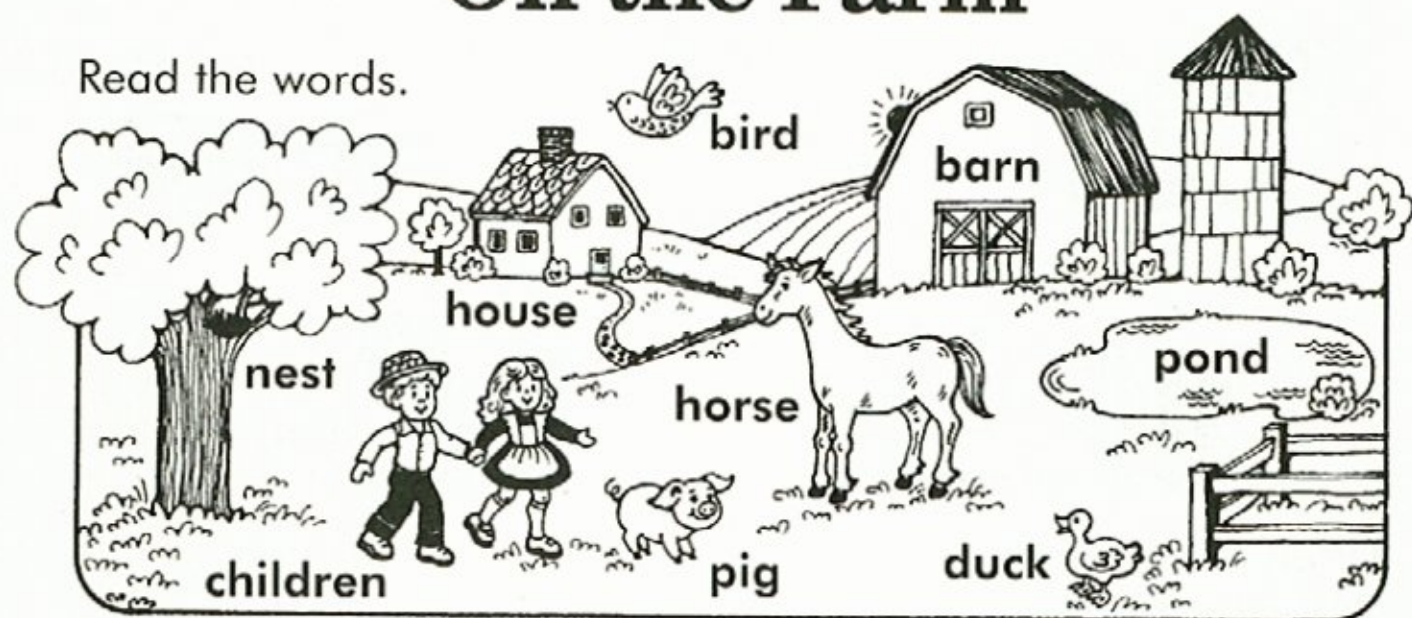
Nine, ten, a good, fat



Read the rhyme with your teacher.

On the Farm

Read the words.



It is time to go home.

Where will they go? Write the missing words.

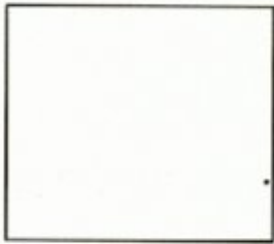
1. The _____ went into the .

2. The _____ went into the .

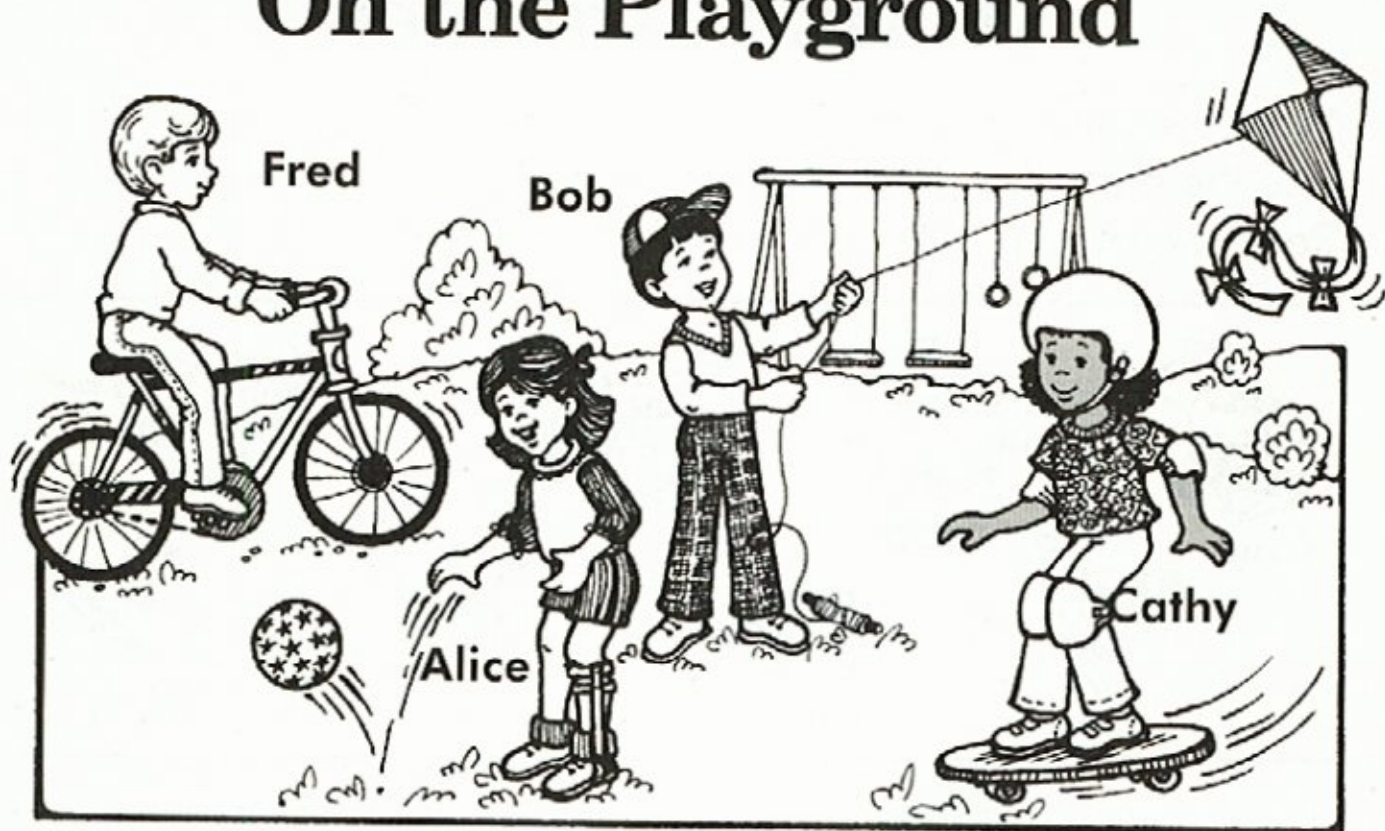
3. The _____ went into the .

Make your own sentence.

Draw a picture.

4. The _____ went into the .

On the Playground



plays

rides

Write the missing words. Use words from the box.

1. Bob

with a



2. Cathy

a



3. Alice

with a



4. Fred

a



Action Rhymes

Write the missing words.

Use the animal picture words to help you.

Read the rhymes with your teacher.



frog



rabbit



fish



dog



duck



turtle



deer



bird



Jump, _____, jump

As far as you can.
You can't catch me.
I'm a magic jumping man.

Run, _____, run

As fast as you can.
You can't catch me.
I'm a magic running man.





Swim, _____, swim

As fast as you can.
You can't catch me.
I'm a magic swimming man.

Fly, _____, fly

As high as you can.
You can't catch me.
I'm a magic flying man.



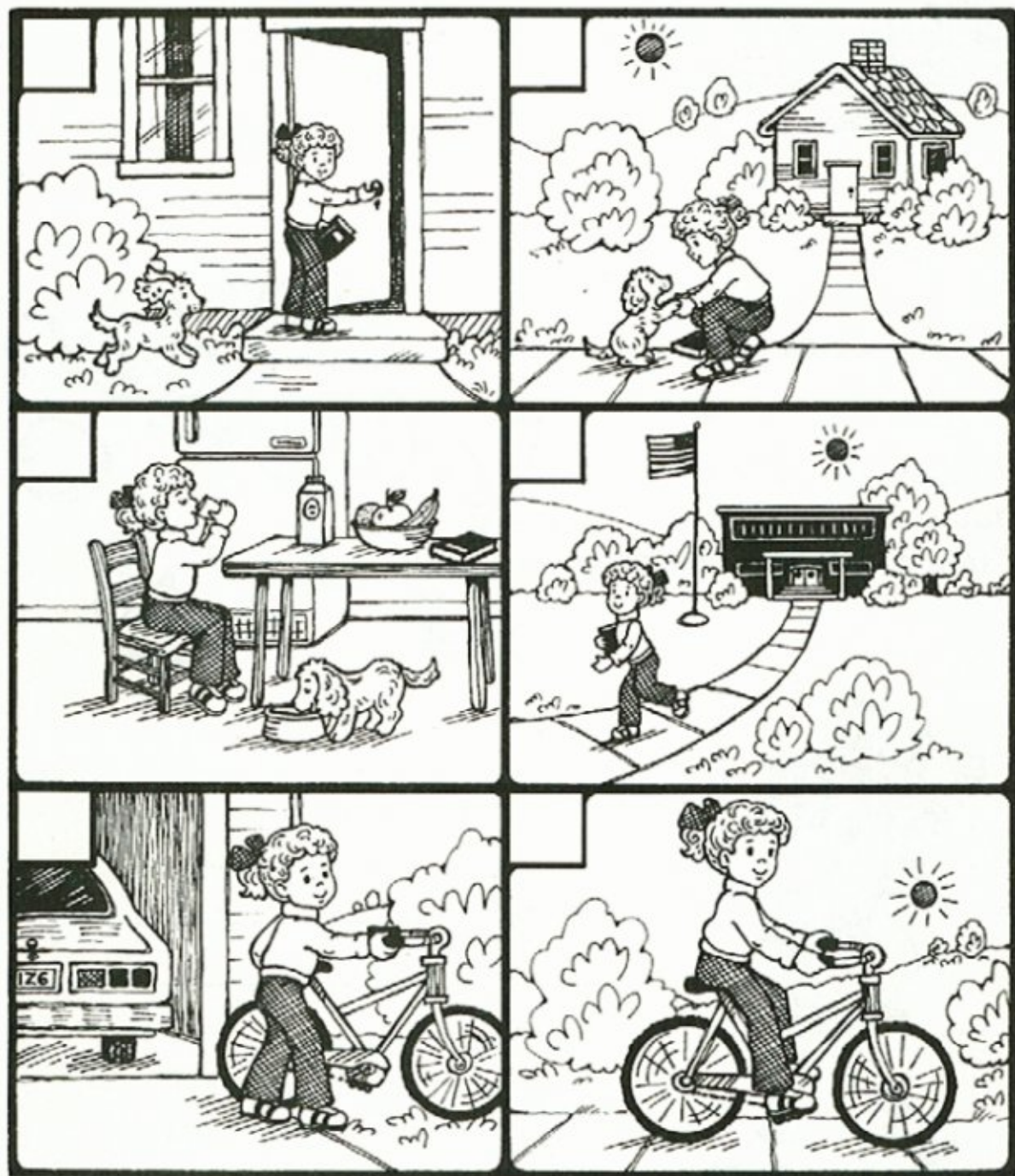
Walk, _____, walk

As fast as you can.
You can't catch me.
I'm a magic walking man.

After School

Number the pictures in order.

Write 1, 2, 3, 4, 5, and 6 in the boxes.



To The Teacher

Developing Reading Power is a unique supplemental series in which high-interest stories are brought together with activities that promote literal and inferential comprehension.

Book 1 and 2 of the series have been developed to begin teaching reading comprehension with the types of activities found in all of the *Developing Reading Power* books.

It is recommended that the directions for the activities be read to the students throughout Book 1. Keep in mind that the purpose of the activities in Book 1 is readiness for the remainder of the *Developing Reading Power* series, and the constant interaction

between teacher and students while the activities are being completed will alert the teacher to special problems some students may be having.

Book 1 prepares young students for the development of basic reading skills. A variety of activities are used throughout the lessons. Emphasis is placed on comprehension skills and the cloze technique is introduced in a simplified form.

Book 1 presents a progression of skills that work best when the lessons are completed in sequential order. These skills are necessary in the development of readiness comprehension. The comprehension skills covered in Book 1 are listed below.

Comprehension Skills List

- | | |
|---|--|
| 1. Recognizing the letters of the alphabet | 8. Matching picture with text |
| 2. Word completion, using models | 9. Answering questions using key words |
| 3. Recognizing unknown words through pictures and/or context. | 10. Creative reading – reacting personally |
| 4. Rhyming words | 11. Using the appropriate word in context |
| 5. How, where, when, who, and what | 12. Classifying words and pictures |
| 6. Main idea through pictures | 13. Following directions |
| 7. Sequence in pictures | 14. Drawing conclusions |
| | 15. Antonyms |

Answer Key

Page	Page	Page
3. Check the matching	16. - 17.	5. headband
4. Check the drawings. Write answers as the children dictate. Check the circled pictures.		Karen (blue) - baseball, bat, glove
5. Check that five items are circled.		Michelle (red) - bike, basket, light
6. - 7. Check the strokes that were traced. Check the hidden pictures for the letters of the alphabet.	18.	Karen (blue) - baseball field
8. Check that the drawings are complete.		Michelle (red) - bike path
9. picture - nail		2,3,1
doorknob - keyhole	20. - 21.	2,3,1
envelope - flap		3,1,2
bell - clapper		can, you, and, see, the, to;
apple - stem		I can see you.
birdhouse - hole	22. - 23.	1. the 2. can 3. see 4. you 5. and
bun - hotdog		1. my 2. big 3. He 4. fun
flag - stars	25.	dog, little, runs, play, likes
	26.	Dan, read, book, bees, help, make
11. 1. box 2. park 3. tree 4. friend 5. house	27.	cat, fiddle, cow, moon, dog, dish, spoon
13. toy airplane	28.	shoe, door, sticks, gate, hen
14. - 15. Check the drawing. Circle the box.	29.	1. duck 2. horse 3. bird
16. - 17. Karen Michelle	32.	1. plays 2. rides 3. plays 4. rides
1. cap 2. bike 3. shorts 4. baseball T-shirt		3,2
		4,1
		5,6